## About The New England Common Assessment Program

ENGLAN results from the Fall 2012 Beginning of Grade New **England Common** Assessment Program (NECAP) tests. The NECAP tests are administered to students in Maine, New Hampshire, Rhode Island, and Vermont as part of ASSESSMENT each state's statewide assessment program. NECAP test results are used primarily for school improvement and accountability. Achievement level results are used in the state accountability system required under No Child Left Behind (NCLB). More detailed school and district results are used by schools to help improve curriculum and instruction. Individual student results are used to support information gathered through classroom instruction and

This report highlights

NECAP tests in reading and mathematics are administered to students in grades 3 through 8 and writing tests are administered to students in grades 5 and 8. The NECAP tests are designed to measure student performance on grade level expectations (GLE) developed and adopted by the four states. Specifically, the tests are designed to measure the content and skills that students are expected to have as they begin the school year in their current grade — in other words, the content and skills that students have learned through the end of the previous grade.

assessments.

Each test contains a mix of multiplechoice and constructed-response questions. Constructed-response questions require students to develop their own answers to

questions. On the mathematics test, students may be required to provide the correct

answer to a computation or word problem, draw or interpret a chart or graph, or explain how they solved a problem. On the reading test, students may be required to make a list or write a few paragraphs to answer a question related to a literary or informational passage. On the writing test,

students are required to provide a single extended response of 1-3 pages and three shorter responses to questions measuring different types of writing.

GRAM

This report contains a variety of schooland/or district-, and state-level assessment results for the NECAP tests administered at a grade level. Achievement level distributions and mean scaled scores are provided for all students tested as well as for subgroups of students classified by demographics or program participation. The report also contains comparative information on school and district performance on subtopics within each content area tested.

In addition to this report of grade level results, schools and districts will also receive Summary Reports, Item Analysis Reports, Released Item support materials, and student-level data files containing NECAP results. Together, these reports and data constitute a rich source of information to support local decisions in curriculum, instruction, assessment, and professional development. Over time, this information can also strengthen schools' and districts' evaluation of their ongoing improvement efforts.



### Fall 2012 **Beginning of Grade 5 NECAP Tests**

Grade 5 Students in 2012-2013

### **School Results**

**School:** Mapleton Elementary School

District: RSU 79/MSAD 01

Code: 1196-1461



## **Fall 2012 - Beginning of Grade 5 NECAP Tests** Grade 5 Students in 2012-2013 **Grade Level Summary Report**

School: **Mapleton Elementary School** 

RSU 79/MSAD 01 District:

State: Maine Code: 1196-1461

DADTICIDATION :- NECAD					Numbe	r							P	ercenta	ge			
PARTICIPATION in NECAP		School			District	t		State			School			District	t		State	
Students enrolled on or after October 1		31			139			13,380			100			100			100	
	Reading	Math	Writing	Reading	Math	Writing	Reading	Math	Writing	Reading	Math	Writing	Reading	Math	Writing	Reading	Math	Writing
Students tested	31	31	31	139	139	139	13,086	13,103	13,053	100	100	100	100	100	100	98	98	98
With an approved accommodation	12	12	12	49	53	49	2,777	2,782	2,621	39	39	39	35	38	35	21	21	20
Current LEP Students	0	0	0	0	0	0	345	359	343	0	0	0	0	0	0	3	3	3
With an approved accommodation	0	0	0	0	0	0	150	164	151			t 1 1			f 1 f	43	46	44
IEP Students	7	7	7	20	20	20	2,165	2,168	2,155	23	23	23	14	14	14	17	17	17
With an approved accommodation	6	6	6	18	18	18	1,832	1,821	1,761	86	86	86	90	90	90	85	84	82
Students not tested in NECAP	0	0	0	0	0	0	294	277	327	0	0	0	0	0	0	2	2	2
State Approved	0	0	0	0	0	0	230	216	221			r 1			r 1	78	78	68
Alternate Assessment	0	0	0	0	0	0	202	195	190			1			r i	88	90	86
First Year LEP	0	0	0	0	0	0	9	0	9			1			1	4	0	4
Withdrew After October 1	0	0	0	0	0	0	0	0	0			1			1	0	0	0
Enrolled After October 1	0	0	0	0	0	0	0	0	0	[					r 1	0	0	0
Special Consideration	0	0	0	0	0	0	19	21	22							8	10	10
Other	0	0	0	0	0	0	64	61	106			1			1 1 1	22	22	32

#### NECAD RESULTS

						Schoo	ol									Dist	trict					Sta	ate		
	Enrolled	NT Approved	NT Other	Tested	Lev	vel 4	Lev	el 3	Lev	vel 2	Leve	el 1	Mean Scaled	Tested	Level 4	Level 3	Level 2	Level 1	Mean Scaled	Tested	Level 4	Level 3	Level 2	Level 1	Mean Scaled
	N	N	N	N	N	%		%	N	: %	N	%	Score	N	%	%	%	%	Score	N	%	%	%	%	Score
READING	31	0	0	31	12	39	11	35	6	19	2	6	552	139	15	50	30	5	546	13,086	15	56	21	7	546
МАТН	31	0	0	31	8	26	17	55	5	16	1	3	549	139	19	53	17	12	546	13,103	17	45	19	19	543
WRITING	31	0	0	31	10	32	13	42	7	23	1	3	549	139	11	33	47	9	541	13,053	10	35	42	14	539

Level 4 = Proficient with Distinction; Level 3 = Proficient; Level 2 = Partially Proficient; Level 1 = Substantially Below Proficient Note: Throughout this report, percentages may not total 100 since each percentage is rounded to the nearest whole number.

Note: Some numbers may have been left blank because fewer than ten (10) students were tested.



### Fall 2012 - Beginning of Grade 5 NECAP Tests Grade 5 Students in 2012-2013

## **Reading Results**

School: Mapleton Elementary School

**District**: RSU 79/MSAD 01

**State**: Maine **Code**: 1196-1461

#### **Proficient with Distinction (Level 4)**

Student's performance demonstrates an ability to read and comprehend grade-appropriate text. Student is able to analyze and interpret literary and informational text. Student offers insightful observations/assertions that are well supported by references to the text. Student uses range of vocabulary strategies and breadth of vocabulary knowledge to read and comprehend a wide variety of texts.

(Scaled Score 556-580)

#### Proficient (Level 3)

Student's performance demonstrates an ability to read and comprehend grade-appropriate text. Student is able to analyze and interpret literary and informational text. Student makes and supports relevant assertions by referencing text. Student uses vocabulary strategies and breadth of vocabulary knowledge to read and comprehend text.

(Scaled Score 540-555)

#### Partially Proficient (Level 2)

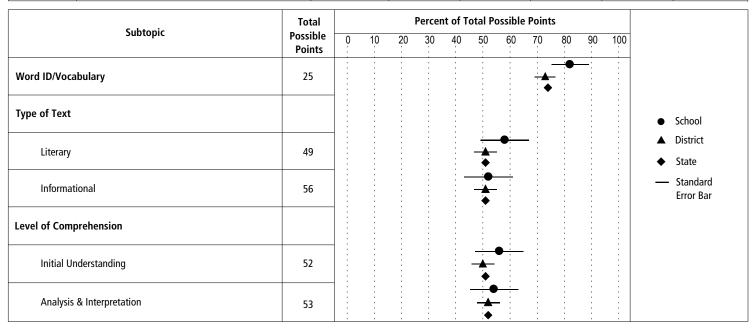
Student's performance demonstrates an inconsistent ability to read and comprehend grade-appropriate text. Student attempts to analyze and interpret literary and informational text. Student may make and/or support assertions by referencing text. Student's vocabulary knowledge and use of strategies may be limited and may impact the ability to read and comprehend text. (Scaled Score 530–539)

#### **Substantially Below Proficient (Level 1)**

Student's performance demonstrates minimal ability to derive/construct meaning from grade-appropriate text. Student may be able to recognize story elements and text features. Student's limited vocabulary knowledge and use of strategies impacts the ability to read and comprehend text.

(Scaled Score 500-529)

	Enrolled	NT Approved	NT Other	Tested	Lev	el 4	Leve	el 3	Lev	el 2	Lev	el 1	Mean
	N	N	N	N	N	%	N	%	N	%	N	%	Scaled Score
School											:		
2010-11	30	0	0	30	8	27	15	50	6	20	1	3	549
2011-12	32	: 0 :	0	32	5	16	16	50	9	28	2 :	6	545
2012-13	31	0	0	31	12	39	11	35	6	19	2	6	552
Cumulative Total	93	0	0	93	25	27	42	45	21	23	5	5	549
District													
2010-11	137	1	0	136	21	15	75	55	25	18	15	11	545
2011-12	150	4	0	146	16	11	86	59	35	24	9 :	6	545
2012-13	139	0	0	139	21	15	69	50	42	30	7	5	546
Cumulative Total	426	5	0	421	58	14	230	55	102	24	31	7	545
State													
2010-11	13,877	317	100	13,460	2,072	15	7,399	55	2,860	21	1,129	8	545
2011-12	13,739	243	74	13,422	2,060	15	7,096	53	3,072	23	1,194	9	545
2012-13	13,380	230	64	13,086	2,028	15	7,320	56	2,773	21	965	7	546
Cumulative Total	40,996	790	238	39,968	6,160	15	21,815	55	8,705	22	3,288	8	545





# Fall 2012 - Beginning of Grade 5 NECAP Tests Grade 5 Students in 2012-2013 Disaggregated Reading Results

**School:** Mapleton Elementary School

**District**: RSU 79/MSAD 01

State: Maine Code: 1196-1461

						Scho	ol									Dist	trict					Sta	ate		
REPORTING CATEGORIES	Enrolled	NT Approved	NT Other	Tested	Lev	rel 4	Lev	rel 3	Lev	vel 2	Lev	rel 1	Mean Scaled	Tested	Level 4	Level 3	Level 2	Level 1	Mean Scaled	Tested	Level 4	Level 3	Level 2	Level 1	Mear Scale
	N	N	N	N	N	%	N	%	N	%	N	%	Score	N	%	· : %	%	%	Score	N	%	%	: %	%	Score
All Students	31	0	0	31	12	39	11	35	6	19	2	6	552	139	15	50	30	5	546	13,086	15	56	21	7	546
Gender																		1							
Male	11	0	0	11	3	27	5	45	2	18	1	9	548	63	13	54	30	3	545	6,649	10	58	23	9	544
Female	20	0	0	20	9	45	6	30	4	20	1	5	554	76	17	46	30	7	547	6,437	21	54	19	6	548
Not Reported	0	0	0	0	_		-	1	-					0				1		0		- 1		-	
Race/Ethnicity						:		}		:							:								
Hispanic or Latino	0	0	0	0		:		:		:				2						236	13	50	26	11	544
Not Hispanic or Latino								:				:					:						:		
American Indian or Alaskan Native	3	0	0	3		:				:				7		:	:			110	3	47	36	14	540
Asian	0	0	0	0		:				:		:		1		:	:			186	30	52	16	3	551
Black or African American	0	0	0	0		:				:				1		:	:			378	6	43	30	21	539
Native Hawaiian or Pacific Islander	1	0	0	1										1			:			11	0	82	18	0	547
White	26	0	0	26	12	46	8	<sup>:</sup> 31	4	15	2	8	553	126	16	48	31	6	546	11,983	16	57	21	7	546
Two or more races	1	0	0	1		:		:		:				l 1		:	:	:		182	12	56	. 27	5	545
No Race/Ethnicity Reported	0	0	0	0				-				! !		0				1		0				_	
LEP Status								1										1							
Current LEP student	0	0	0	0		:		:		:				0						345	3	38	33	26	537
Former LEP student - monitoring year 1	0	0	0	0		:		:		:			İ	0			:	:		25	44	52	4	0	554
Former LEP student - monitoring year 2	0	0	0	0		:		:		:				0		:		:		16	38	50	0	13	552
All Other Students	31	0	0	31	12	39	11	35	6	19	2	6	552	139	15	50	30	5	546	12,700	16	56	21	7	546
IEP						:				:															
Students with an IEP	7	0	0	7		:	İ	:		:	İ		İ	20	5	25	45	25	537	2,165	2	28	40	30	535
All Other Students	24	0	0	24	11	46	8	33	5	21	0	0	554	119	17	54	28	2	548	10,921	18	61	'	3	548
SES						:		1		:													:		
Economically Disadvantaged Students	14	0	0	14	1	. 7	7	50	5	36	1	. 7	544	80	4	48	41	8	542	6,629	8	53	28	11	543
All Other Students	17	0	0	17	11	65	4	24	1	6	1	6	558	59	31	53	15	2	552	6,457	23	59	15	3	549
Migrant						:				:							:								
Migrant Students	0	0	0	0		:		;		:				0		:				3	:	:			
All Other Students	31	0	Ö	31	12	39	11	35	6	19	2	6	552	139	15	50	30	5	546	13,083	15	56	21	7	546
Title I						:		1		:								1						! !	
Students Receiving Title I Services	11	0	0	11	0	. 0	6	55	3	27	2	18	541	44	0	41	50	9	539	3,550	8	49	33	11	542
All Other Students	20	0	0	20	12	60	5	25	3	15	0	0	558	95	22	54	21	3	549	9,536	18	59	17	6	547
504 Plan								:								:		1						· ·	
Students with a 504 Plan	0	0	0	0										0						321	8	64	22	6	545
All Other Students	31	0	0	31	12	39	11	35	6	19	2	6	552	139	15	50	30	. 5	546	12,765	16	56	21	. 7	546
All Other Students	31		"	اد	12	. 39	''	ن	"	. 13	-	. 0	332	139	נו	. 50	, 30		)40	12,703	10	50	. 21	. ′	)40

Level 4 = Proficient with Distinction; Level 3 = Proficient; Level 2 = Partially Proficient; Level 1 = Substantially Below Proficient



## Fall 2012 - Beginning of Grade 5 NECAP Tests Grade 5 Students in 2012-2013

**Mathematics Results** 

School: Mapleton Elementary School

RSU 79/MSAD 01 District:

State: Maine Code: 1196-1461

#### **Proficient with Distinction (Level 4)**

Student's problem solving demonstrates logical reasoning with strong explanations that include both words and proper mathematical notation. Student's work exhibits a high level of accuracy, effective use of a variety of strategies, and an understanding of mathematical concepts within and across grade level expectations. Student demonstrates the ability to move from concrete to abstract representations.

(Scaled Score 554–580)

#### **Proficient (Level 3)**

Student's problem solving demonstrates logical reasoning with appropriate explanations that include both words and proper mathematical notation. Student uses a variety of strategies that are often systematic. Computational errors do not interfere with communicating understanding. Student demonstrates conceptual understanding of most aspects of the grade level expectations.

(Scaled Score 540-553)

#### **Partially Proficient (Level 2)**

Student's problem solving demonstrates logical reasoning and conceptual understanding in some, but not all, aspects of the grade level expectations. Many problems are started correctly, but computational errors may get in the way of completing some aspects of the problem. Student uses some effective strategies. Student's work demonstrates that he or she is generally stronger with concrete than abstract situations. (Scaled Score 533-539)

#### **Substantially Below Proficient (Level 1)**

Student's problem solving is often incomplete, lacks logical reasoning and accuracy, and shows little conceptual understanding in most aspects of the grade level expectations. Student is able to start some problems but computational errors and lack of conceptual understanding interfere with solving problems successfully.

(Scaled Score 500-532)

	Enrolled	NT Approved	NT Other	Tested	Lev	el 4	Leve	el 3	Lev	el 2	Lev	el 1	Mean
	N	N	N	N	N	%	N	%	N	%	N	%	Scaled Score
School													
2010-11	30	0	0	30	4	13	18	60	5	17	3	10	545
2011-12	32	: 0 :	0	32	4	13	14	44	8	25	6	19	542
2012-13	31	0	0	31	8	26	17	55	5	16	1	3	549
Cumulative Total	93	0	0	93	16	17	49	53	18	19	10	11	545
District													
2010-11	137	1	0	136	19	14	77	57	21	15	19	14	544
2011-12	150	4	0	146	16	11	82	56	31	21	17	12	544
2012-13	139	0	0	139	26	19	74	53	23	17	16	12	546
Cumulative Total	426	5	0	421	61	14	233	55	75	18	52	12	545
State													
2010-11	13,877	246	107	13,524	2,093	15	6,150	45	2,667	20	2,614	19	543
2011-12	13,739	229	70	13,440	2,207	16	6,438	48	2,439	18	2,356	18	543
2012-13	13,380	216	61	13,103	2,225	17	5,928	45	2,463	19	2,487	19	543
Cumulative Total	40,996	691	238	40,067	6,525	16	18,516	46	7,569	19	7,457	19	543

	Total				Percei	nt of T	otal Po	ossible	Point	s			
Subtopic	Possible Points	0	10	20	30	40	50	60	70	80	90	100	
Numbers & Operations	73		:	:					<u>-</u> :	-:			<ul><li>School</li></ul>
		1		:	:	:	_ : _			:			▲ District
Geometry & Measurement	33						<u> </u>	-					◆ State
Functions & Algebra	31						<u>_</u> •	<u> </u>					— Standard Error Bar
Data, Statistics, & Probability	25							•	- :				



# Fall 2012 - Beginning of Grade 5 NECAP Tests Grade 5 Students in 2012-2013 Disaggregated Mathematics Results

**School:** Mapleton Elementary School

**District:** RSU 79/MSAD 01

State: Maine Code: 1196-1461

CATEGORIES    Formion   Property		te	Sta					rict	Dist									ol	Scho						
All Students 31 0 0 31 8 26 17 55 5 16 1 3 5 54 139 19 53 17 12 546 13,103 17 45 19  Gender  Mole   11	· I IV	Level 2			Tested						Tested		el 1	Leve	el 2	Leve	el 3	Leve	el 4	Leve	Tested			Enrolled	REPORTING CATEGORIES
Gender Male 11 0 0 0 11 4 36 7 64 0 0 0 552 63 25 56 8 11 547 6,660 17 45 18 18 18 18 18 18 18 18 18 18 18 18 18	% : % So	%	%	%	N	Score	%	%	%	% :	N	Score	%	N	%	N :	%	N	%	N	N	N	N	N	
Male Female 20 0 0 0 0 11 4 4 36 7 64 0 0 0 0 5552 63 25 56 8 11 547 6640 17 45 18 18 18 18 18 18 18 18 18 18 18 18 18	9 19 5	19	45	17	13,103	546	12	17	53	19	139	549	3	1	16	5	55	17	26	8	31	0	0	31	All Students
Male female 20 0 0 0 0 20 4 20 10 50 52 63 25 56 8 11 547 66 60 17 45 18 18 18 18 18 18 18 18 18 18 18 18 18		,		:																					Gender
Female	8 20 5	18	45	17	6.660	547	11	8	56	25	63	552	0	0 ;	0	0 :	64	7	36	4	11	0	0	11	
Not Reported   0   0   0   0   0   0   0   0   0		19																10		4		0	0	l .	Female
Hispanic or Latino				1				!				-	-											l .	
Not Hispanic or Latino American Indian or Alaskan Native Asian American Indian or Alaskan Native Asian Black or African American Black or African Am		,		:				:																	Race/Ethnicity
American Indian or Alaskan Native Asian 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0	6 29 5	26	34	11	235			:	:	:	2			:		:					0	0	0	0	·
Asian Black or African American 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0		22	30	:	111					-	,			- 1		- 1					2	0		,	•
Black or African American Native Hawaiian or Pacific Islander 1 0 0 0 1 1 Normor more races 1 0 0 0 0 1 No Racelfibriotic Reported 0 0 0 0 0 0 0    Interpretation   Interpretat	, ,		,						i	i	, ,			į		i					_	-	- 1	1	
Native Hawaiian or Pacific Islander White White Two or more races No RaceEthnicity Reported No RaceEthnicity Reported No RaceEthnicity Reported No No No No No No No No No No No No No N									i	i				į		i						-			
White Two or more races 1 0 0 0 1 1 0 0 1 1 0 0 0 1 1 0 0 0 1 1 0 0 0 1 1 0 0 0 1 1 0					i i				i	i				į		i					•			_	
Two or more races No Race/Ethnicity Reported 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0						F 4C	10	17	F2 .	20			_		10	- :	F0	12	34	0		-	- 1		
No Race/Ethnicity Reported 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0						546	10	17	52	20		550	0	0 ;	19	5	50	13	31	8				1	
Current LEP student monitoring year 1	5 23 5	15	50	12																	-				
Former LEP student - monitoring year 1 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0		i	į					:																	LEP Status
Former LEP students -monitoring year 2 0 0 0 0 0 31 8 26 17 55 5 16 1 3 549 139 19 53 17 12 546 16 44 25 25 All Other Students    IEP   Students with an IEP   7 0 0 0 7   8 0 0 0 24 6 25 14 58 3 13 1 4 550 119 19 55 15 10 546 10,935 20 50 18	5   52   5	25	21	3	359			. ;			0										0	0	0	0	Current LEP student
All Other Students 31 0 0 31 8 26 17 55 5 16 1 3 549 139 19 53 17 12 546 12,704 17 46 19    IEP	8   5	0	42	50	24			. ;			0										0	0	0	0	Former LEP student - monitoring year 1
IEP   Students with an IEP   7	5 6 5	25	25	44	16			. ;			0										0	0	0	0	Former LEP student - monitoring year 2
Students with an IEP 7 0 0 0 7 24 6 25 14 58 3 13 1 4 550 119 19 55 15 10 546 10,935 20 50 18  SES  Economically Disadvantaged Students 14 0 0 0 14 2 14 8 57 3 21 1 7 544 80 10 51 20 19 542 6,646 8 41 23 All Other Students 17 0 0 0 17 6 35 9 53 2 12 0 0 0 553 59 31 56 12 2 550 6,457 26 49 15  Migrant  Migrant Students 0 0 0 0 0 31 8 26 17 55 5 16 1 3 549 139 19 53 17 12 546 13,100 17 45 19  Title I  Students Receiving Title I Services 11 0 0 0 11 1 1 9 5 45 45 4 36 1 9 542 44 2 43 30 25 538 3,561 6 36 27 All Other Students 20 0 0 0 20 7 35 12 60 1 5 0 0 553 95 26 58 11 5 549 9,542 21 49 16	9 18 5	19	46	17	12,704	546	12	17	53	19	139	549	3	1	16	5	55	17	26	8	31	0	0	31	All Other Students
All Other Students 24 0 0 24 6 25 14 58 3 13 1 4 550 119 19 55 15 10 546 10,935 20 50 18  SES  Economically Disadvantaged Students 14 0 0 0 14 2 14 8 57 3 21 1 7 544 80 10 51 20 19 542 6,646 8 41 23 All Other Students 0 0 0 17 6 35 9 53 2 12 0 0 553 59 31 56 12 2 550 6,457 26 49 15  Migrant Migrant Students 0 0 0 0 31 8 26 17 55 5 16 1 3 549 139 19 53 17 12 546 13,100 17 45 19  Title I  Students Receiving Title I Services 11 0 0 0 11 1 9 5 45 45 4 36 1 9 542 44 2 43 30 25 538 3,561 6 36 27 All Other Students 20 0 0 0 20 7 35 12 60 1 5 0 0 553 95 26 58 11 5 549 9,542 21 49 16		ì		1																					IEP
SES  Economically Disadvantaged Students All Other Students 14 0 0 14 2 14 8 57 3 21 1 7 544 80 10 51 20 19 542 6,646 8 41 23 All Other Students Nigrant Migrant Students 0 0 0 0 31 8 26 17 55 5 16 1 3 549 139 19 542 44 2 43 30 25 538 3,561 6 36 27 All Other Students 20 0 0 0 0 0 11 1 1 9 55 45 4 36 1 9 542 44 2 43 30 25 538 3,561 6 36 27 All Other Students 20 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0	3   51   5	23	23	3	2,168	542	20	25	40	15	20	- 1		:		:					7	0	0	7	Students with an IEP
Economically Disadvantaged Students  14	8 13 5	18	50	20	10,935	546	10	15	55	19	119	550	4	1	13	3	58	14	25	6	24	0	0	24	All Other Students
All Other Students 17 0 0 17 6 35 9 53 2 12 0 0 553 59 31 56 12 2 550 6,457 26 49 15  Migrant Migrant Students 0 0 0 0 0 31 8 26 17 55 5 16 1 3 549 139 19 53 17 12 546 13,100 17 45 19  Title I Students Receiving Title I Services 11 0 0 11 1 9 5 45 4 36 1 9 542 44 2 43 30 25 538 3,561 6 36 27  All Other Students 20 0 0 20 7 35 12 60 1 5 0 0 553 95 26 58 11 5 549 9,542 21 49 16		•		i				;																	SES
Migrant Migrant Students 0 0 0 0 0 0 31 8 26 17 55 5 16 1 3 549 139 19 53 17 12 546 13,100 17 45 19  Title I Students Receiving Title I Services 11 0 0 0 11 1 9 5 45 4 36 1 9 542 44 2 43 30 25 538 3,561 6 36 27 All Other Students 20 0 0 20 7 35 12 60 1 5 0 0 553 95 26 58 11 5 549 9,542 21 49 16	3 28 5	23	41	8	6,646	542	19	20	51	10	80	544	7	1	21	3	57	8	14	2	14	0	0	14	Economically Disadvantaged Students
Migrant Students 0 0 0 0 0 0 31 8 26 17 55 5 16 1 3 549 139 19 53 17 12 546 13,100 17 45 19  Title I  Students Receiving Title I Services 11 0 0 11 1 9 5 45 4 36 1 9 542 44 2 43 30 25 538 3,561 6 36 27  All Other Students 20 0 0 20 7 35 12 60 1 5 0 0 553 95 26 58 11 5 549 9,542 21 49 16	5 10 5	15	49	26	6,457	550	2	12	56	31	59	553	0	0	12	2	53	9	35	6	17	0	0	17	All Other Students
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Level 4 = Proficient with Distinction; Level 3 = Proficient; Level 2 = Partially Proficient; Level 1 = Substantially Below Proficient



## Fall 2012 - Beginning of Grade 5 NECAP Tests Grade 5 Students in 2012-2013

## **Writing Results**

School: Mapleton Elementary School

**District**: RSU 79/MSAD 01

**State:** Maine **Code:** 1196-1461

#### **Proficient with Distinction (Level 4)**

Student's writing demonstrates an ability to respond to prompt/task with clarity and insight. Focus is well developed and maintained throughout response. Response demonstrates use of strong organizational structures. A variety of elaboration strategies is evident. Sentence structures and language choices are varied and used effectively. Response demonstrates control of conventions; minor errors may occur.

(Scaled Score 555–580)

#### Proficient (Level 3)

Student's writing demonstrates an ability to respond to prompt/task. Focus is clear and maintained throughout the response. Response is organized with a beginning, middle, and end with appropriate transitions. Details are sufficiently elaborated to support focus. Sentence structures and language use are varied. Response demonstrates control of conventions; errors may occur but do not interfere with meaning.

(Scaled Score 540–554)

#### **Partially Proficient (Level 2)**

Student's writing demonstrates an attempt to respond to prompt/task. Focus may be present but not maintained. Organizational structure is inconsistent with limited use of transitions. Details may be listed and lack elaboration. Sentence structures and language use are unsophisticated and may be repetitive. Response demonstrates inconsistent control of conventions.

(Scaled Score 527-539)

#### **Substantially Below Proficient (Level 1)**

Student's writing demonstrates a minimal response to prompt/task. Focus is unclear or lacking. Little or no organizational structure is evident. Details are minimal and/or random. Sentence structures and language use are minimal or absent. Frequent errors in conventions may interfere with meaning. (Scaled Score 500–526)

	Enrolled	NT Approved	NT Other	Tested	Lev	el 4	Leve	el 3	Leve	el 2	Lev	el 1	Mean
	N	N	N	N	N	%	N	%	N	%	N	%	Scaled Score
School		: :											
2010-11	30	0	0	30	5	17	12	40	10	33	3	10	542
2011-12	32	0 :	0	32	1 :	3	14	44	14	44	3 :	9	539
2012-13	31	0	0	31	10	32	13	42	7	23	1	3	549
Cumulative Total	93	0	0	93	16	17	39	42	31	33	7	8	543
District		: :											
2010-11	137	1	0	136	13	10	48	35	57	42	18	13	539
2011-12	150	3	1	146	6	4	49	34	79	54	12	8	538
2012-13	139	0	0	139	15	11	46	33	66	47	12	9	541
Cumulative Total	426	4	1	421	34	8	143	34	202	48	42	10	539
State		: :											
2010-11	13,877	309	133	13,435	1,137	8	4,644	35	6,302	47	1,352	10	539
2011-12	13,739	234	110	13,395	771	6	4,637	35	6,069	45	1,918	14	538
2012-13	13,380	221	106	13,053	1,264	10	4,546	35	5,418	42	1,825	14	539
Cumulative Total	40,996	764	349	39,883	3,172	8	13,827	35	17,789	45	5,095	13	539

	Total				Perce	nt of T	otal Po	ossible	Point	ts			
Subtopic	Possible Points	0	10	20	30	40	50	60	70	80	90	100	<ul><li>School</li></ul>
Multiple Choice	10				:		:	:	:	<del>_</del>	<del>:</del>	:	▲ District
Short Responses	12						•	<u>.</u>	•				◆ State — Standard Error Bar
Extended Response	12					<b>—</b>	•	-	:				



# Fall 2012 - Beginning of Grade 5 NECAP Tests Grade 5 Students in 2012-2013 Disaggregated Writing Results

**School:** Mapleton Elementary School

**District**: RSU 79/MSAD 01

State: Maine Code: 1196-1461

CATEGORIES    N							Scho	ool									Dist	trict					Sta	ate		
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Male	All Students	31	0	0	31	10	32	13	42	7	23	1	3	549	139	11	33	47	9	541	13,053	10	35	42	14	539
Male   11   0   0   0   11   1   9   55   45   48   49   35   55   49   49   55   49   49   55   49   49	Gender																									
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Level 4 = Proficient with Distinction; Level 3 = Proficient; Level 2 = Partially Proficient; Level 1 = Substantially Below Proficient